



2022-2023 Professional Learning Catalog

Enrich Your Teaching Skills... Enhance Your Career...Earn PD Hours

NEW! All Pinal County Education Service Agency Site –based trainings
are open to every Pinal County teacher.

Mailing Address

P.O. Box 769
Florence, AZ 85132

Physical Address

1400 N. Eleven Mile Corner Rd.
Casa Grande, AZ 85194

Phone: 520-450-4500

www.pinalesa.org

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The Professional Learning Division provides research-based professional development resources and services designed for effective standards-based teaching and learning and the application of data analysis and technology to inform instructional decision-making. The programs and services support successful student achievement within 19 public, 14 private and charter school districts throughout Pinal County.

Professional Learning Division Staff

| | | | |
|----------------|--------------------------------------------------------------------|-----------------------------------|--------------|
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| Sylvia Olmos | solmos@pinalesa.org | Mathematics Specialist | 520-450-4514 |

Professional Learning Division Support Staff

| | | | |
|---------------|----------------------------------------------------------------------|--------------------------|--------------|
| Amy Dickerson | adickerson@pinalesa.org | Executive Assistant | 520-450-4503 |
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| Audree Unger | aunger@pinalesa.org | Business Manager | 520-450-4506 |

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To Register for upcoming events: <https://eventbook.pinalesa.org/>

Fee Structure

Fees reflect Consortium Members only. Non-Consortium Member fees differ. Please contact Amy Dickerson at 520-450-4503, adickerson@pinalesa.org with payment inquiries.

www.pinalesa.org



| Classroom Management | |
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| Session Title: Working with The Difficult Child | |
| Description: Participants will learn practical classroom management strategies for working with difficult children in their classrooms. Through the lens of the ACEs research, participants will explore what the difficult child looks like and positive procedures and reductive techniques that have an impact on behavior. This class is designed for grades K-8. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: agodinez@pinalesa.org |

| Classroom Management | |
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| Session Title: Classroom Management & Building Relationships with Students | |
| Description: This is a 4 hour course where participants will learn research-based classroom management strategies including rules, routines, praise, misbehavior, and engagement. It will also include strategies for managing the physical environment, motivating students, involving parents and the community, and the classroom school climate while emphasizing the importance of building strong teacher-student relationships. This class can be adapted as needed. This course is recommended for all K-6 grade teachers. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers, Administration |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: agodinez@pinalesa.org |

| Classroom Management | |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Session Title: The Actively Engaged Classroom | |
| Description: Participants will apply strategies that are proven to increase active student engagement at a higher cognitive level. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers, Administration |
| Professional Learning Hours: 6 Hours (Full day), Can be split into multiple shorter sessions. | To schedule contact: kcota@pinalesa.org |

| Classroom Management | |
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| Session Title: Increasing Student Engagement Through Collaborative Learning Structures | |
| Description: Collaboration is central to providing students with a rich learning environment. During this session you will learn structures that will help you develop a safe and effective classroom environment that encourages collaboration. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers, Administration |
| Professional Learning Hours: 6 Hours (Full day), Can be split into multiple shorter sessions. | To schedule contact: kcota@pinalesa.org |

| English Language Arts | |
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| Session Title: Exploring Balanced Literacy | |
| Description: This workshop will explore the strategies to build a balanced literacy program that includes research based elements such as: vocabulary, fluency, phonemic awareness and phonics. It also includes strategies for whole group and small group instruction. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 6 hours (full day), Can be split into multiple shorter sessions | To schedule contact: agodinez@pinalesa.org |

| English Language Arts | |
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| Session Title: K-3 Writing Foundations | |
| Description: Participants will look carefully at the progression of the foundational writing skills of handwriting, spelling and sentence construction standards as well as be exposed to the research to support standards implementation. Participants will gain information and understanding about how to create an effective and balanced writing program in their school or classroom by incorporating the foundational writing skills. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 3 hours (half day) | To schedule contact: agodinez@pinalesa.org |

| English Language Arts | |
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| Session Title: Nonfiction in the ELA Classroom | |
| Description: Nonfiction has been quite a “buzzword” in education for several years now, but have we really looked at how valuable it is in the ELA classroom? This training will discuss how the human brain really reads nonfiction. The types of nonfiction that we can have students engage with, and the importance of using mentor texts in our classrooms so students see the relevance of writing well for a variety of purposes and audiences. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 3 hours (half day) | To schedule contact: agodinez@pinalesa.org |

| English Language Arts | |
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| Session Title: Small Group Instruction in Reading | |
| Description: One way to create effective literacy instruction for students is through the use of small groups. This workshop will provide strategies to make small group instruction focused through the inclusion of 5 core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 3 hours (half day) | To schedule contact: agodinez@pinalesa.org |

| English Language Arts | |
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| Session Title: Socratic Seminar | |
| Description: What is a Socratic Seminar and how can it be used to get students thinking and communicating more effectively? This workshop will explore the structure behind running effective Socratic Seminars. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 2 Hours | To schedule contact: agodinez@pinalesa.org |

| English Language Arts | |
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| Session Title: Strategies to Access Complex Text | |
| Description: In this workshop teachers will gain better knowledge about comprehension and composition to help students be better equipped to handle the demands of complex text. Strategies such as stating a purpose and modeling, close reading instruction and collaborative learning are explored. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 6 hours (full day), Can be split into multiple shorter sessions | To schedule contact: agodinez@pinalesa.org |

| Mathematics | |
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| Session Title: Structures & Strategies for Developing Conceptual Understanding | |
| Description: Fluency is much more complex than just quickly recalling basic facts. Fluency allows for flexibility, efficiency, and accuracy. Participants will learn strategies for increasing fluency | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers, Administration |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Effective Strategies for Building Fluency | |
| Description: Each grade level has fluency expectations. This session is aimed at providing strategies to support students in building fluency in those skills outlined in the Arizona Math Standards. K-2, 3-5, 6-8 | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Increasing Student Engagement in Math Class | |
| Description: We all want our students to be engaged in math class. During this session you will learn strategies that will get your students participating and excited about math class. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Elevating Student Discourse in the Mathematics Classroom | |
| Description: Are your ELL students lacking a clear understanding of the language of mathematics? Do ELL students shy away from discussing mathematics with others? Come and experience firsthand how students make sense of mathematics and develop critical thinking and purposeful discourse with precision of language that promotes relational understanding at a cognitive level. Research indicates that central to mathematical content are general mathematical processes focused on problem solving, reasoning and proof, communication, connections, and representations. In this three to four hour session participants will engage in activities that encourage a focus on students' talk about what they are thinking and doing as they engage in mathematical tasks. Participants will leave with a clear definition and understanding of what it means to be more at ease when engaging in mathematical discourse with ELL students. Participants will walk away with strategies ready to implement in their classrooms. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Support Staff |
| Professional Learning Hours: 3 Hours | Location: Site-based Offering To schedule contact: solmos@pinalesa.org |

| Mathematics | |
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| Session Title: Supporting Productive Math Struggle | |
| Description: Participants will define productive struggle and learn strategies that allow students to struggle productively in the math classroom. Topics include, building community for productive struggle, planning for productive struggle, and supporting productive struggle during the lesson. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers, Administration |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Math 20/20 Grade Level Course | |
| Description: Math 20/20 expands and promotes a systemic approach to transforming the teaching and learning of math based on Arizona's Mathematics Standards. This unique combination of intensive professional learning for teachers, teacher leaders, and administrators accompanied by ongoing support and student materials offers school systems the opportunity to embed quality mathematics teaching into the system's culture. Several studies show, Math 20/20 increased teacher content knowledge, knowledge of the Standards, and resulted in changes in classroom practices. | |
| Facilitator/Presenter: Kelly Cota or Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 6 hours (Full day), Series (Multiple full days) | contact: kcota@pinalesa.org solmos@pinalesa.org |
| Additional Fees (books, binders, etc): \$250 Materials fee per participant; \$250 School site licensing fee per year | |

| Mathematics | |
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| Session Title: Math 20/20: Implementation Coaching Year 1-2 | |
| Description: During the second and subsequent years of implementation, Math 20/20 Implementation Coaching uses a series of planning sessions and workshops to ensure that the teachers and leaders in your organization continue to grow professionally, and that all previous levels of achievement are continued. | |
| Facilitator/Presenter: Kelly Cota or Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Series (Multiple full days) | To schedule contact: kcota@pinalesa.org solmos@pinalesa.org |
| Additional Fees (books, binders, etc): \$10 Material fee per participant | |

| Mathematics | |
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| Session Title: Math 20/20 Leadership Seminars | |
| Description: Math 20/20 offers leadership teams the opportunity to engage with other leaders throughout the year for 2-hour seminars and full day coaching sessions. The Math 20/20 leadership seminars and coaching sessions serve two purposes: 1) To increase the quality of math-specific feedback leaders provide to teachers before, during, and/or after observations, both formal and informal. This is achieved by introducing a suite of tools leaders can use to support the already-existing Teacher Evaluation Instruments used in their districts. 2) To develop the leaders' vision toward mathematics teaching and learning, equipping leaders to support teachers in mathematics implementation specific to Math 20/20. | |
| Facilitator/Presenter: Kelly Cota or Sylvia Olmos | Audience: Administration |
| Professional Learning Hours: Series (Multiple full days) | To schedule contact: kcota@pinalesa.org solmos@pinalesa.org |
| Additional Fees (books, binders, etc): \$10 Material fee per participant | |

| Mathematics | |
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| Session Title: Writing in Mathematics: The Meaningful Integration of Writing Using the Mathematical Practices | |
| Description: Participants will articulate the process of writing in math and apply mathematical practices 3 & 6 through writing to grade-level content. Workshop outcomes (non-negotiables) - Create quality rigorous aligned task -Facilitate discourse-verbal and written -Glean quality information from the writing | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Administration |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: solmos@pinalesa.org |
| Additional Fees (books, binders, etc): \$10 Material fee per participant | |

| Mathematics | |
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| Session Title: Mathematics Formative Assessment | |
| Description: In this two day workshop, participants will write aligned formative assessment items at the correct level of rigor for the Arizona Mathematics Standards. Participant Outcomes: • The Participants will evaluate assessment questions, objectives, and activities for level of DOK and the Hess Matrix • The Participants will deconstruct grade level standards by identifying nouns, verbs, content and process • The Participants will write learning objectives from the deconstructed standards. • The Participants will write Selected Response and Constructed Response Assessment items aligned to their Learning Objectives at the correct level of rigor. • The Participants will compare current assessment practices and AzMERIT assessment question types and identify needs of transition | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Support Staff |
| Professional Learning Hours: Series (multiple full days), Can be split into multiple shorter sessions | To schedule contact: solmos@pinalesa.org |
| Additional Fees (books, binders, etc): Additional Fees May Apply | |

| Mathematics | |
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| Session Title: Math Leaders in Action | |
| Description: OUR CALL to ACTION We are a network of committed educators working together to share effective strategies while innovating the processes necessary for mathematics success. So whether you've HISTORICALLY been a leader in mathematics or you're NOW in a position of leadership, we are here to GET into action. And TOGETHER innovate SOLUTIONS to the problems that we face. **Please note this is a series of 3 session per year. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Support Staff |
| Professional Learning Hours: Series (multiple full days), 2 Hours | To schedule contact: solmos@pinalesa.org |

| Mathematics | |
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| Session Title: Questioning in the Mathematics Classroom | |
| Description: Participants will explore and experience reasoning and explaining strategies in terms of the mathematical practices and the expectations of Rigor. Participants will connect reasoning and explaining to questioning, and create a taxonomy for powerful mathematical questions. Participants will plan the use of mathematical questions to develop deeper conceptual understanding and help students construct their understanding of mathematics. Topics include mathematical practices, rigor, student discourse, Depth of Knowledge, and questioning. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Administration, Teachers, Support Staff |
| Professional Learning Hours: 6 Hour (Full day) | To schedule contact: solmos@pinalesa.org |

| Mathematics | |
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| Session Title: Fostering the Mathematical Practices in ALL Students TOT Model | |
| Description: In this 3 day Trainer of Trainer (TOT) Model for Coaches, participants will understand and articulate how the Mathematical Practices play a supporting role in helping students think and reason mathematically. They will learn how to use a variety of instructional practices to engage students as they support their colleagues in fostering these practices in the classroom. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Support Staff |
| Professional Learning Hours: Series (multiple full days), Can be split into multiple shorter sessions | To schedule contact: solmos@pinalesa.org |

| Mathematics | |
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| Session Title: Fostering a Growth Mindset | |
| Description: Participants will explore the benefits of fostering a growth mindset in students. They will also learn about structures, activities, and teacher actions that can foster development of a growth mindset. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Rethinking Grading Practices | |
| Description: Traditional grading practices need an update. Many of these practices can damage a student’s mathematical identity and turn the focus on completing rather than understanding. Learn how you can adjust your grading practices to encourage a growth mindset and support positive math identities. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 3 Hour(Half Day) | To schedule contact: kcota@pinalesa.org |

| Mathematics | |
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| Session Title: Calculator Skills for ACT Testing | |
| Description: Students taking the ACT will benefit from knowing how to use their calculators efficiently. This session explores concepts covered on the ACT and how calculators can be used as an aid. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 2 Hour | To schedule contact: kcota@pinalesa.org |

| Science | |
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| Session Title: Three-Dimensional Learning in Science | |
| Description: Participants will learn how to implement the three-dimensions outlined in the Framework for K-12 Education for increasing student scientific reasoning. This session is ideal for new science teachers or those educators new to the topic. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions, Virtual Offering | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Understanding Science by Anchoring to Phenomena | |
| Description: Participants will learn how to implement inquiry based science instruction by introducing students to topics by exploring phenomena. This method ensures students are directing their learning by posing questions about the phenomena. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 Hour (Half day) | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Choosing and Effectively Designing Phenomena-Based Instruction | |
| Description: Choosing great phenomena isn't easy. Phenomena need to be relevant and engaging in order to meet their intended purpose. But, what makes a great phenomenon great? Participants will learn the difference between anchoring and investigative phenomena, engage in methods of choosing phenomena, and effectively designing phenomena-based instruction. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hour (Full day), Can be split into multiple shorter sessions | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: The Three-Dimensional Science Lesson Experience | |
| Description: What better way to understand the shifts in the Arizona Science Standards than by experiencing it. Participants will experience what a three-dimensional lesson/unit looks like, feels like and sounds like through the eyes of the student. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day), Virtual Offering | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Making Sense: The Science & Engineering Practices (SEP) in Action “What We Do” | |
| Description: This dimension of three-dimensional learning engages students in actively doing science and thinking like a scientist—or an engineer! Participants will engage in hands on activities that will better familiarize them with the science and engineering practices and what they might look like in the classroom. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day) | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Crosscutting Concepts: Book Study | |
| Description: This book study is for all science teachers, science coaches, and administrators. Regardless of where you are in the science shift, this book study will enhance your ability to design and implement three-dimensional instruction for all students. We will focus on how the crosscutting concepts can change your instruction, how to use them across disciplines, understand the challenges students face. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: Series (Multiple full days) <i>Participants will need to purchase the book "Crosscutting Concepts: Strengthening Science and Engineering Learning" by Nordine and Lee.</i> | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Helping Students Make Sense of the World Book Study | |
| Description: This book study is for all science teachers, science coaches, and administrators. This book study is designed to support you, your understanding and your implementation in the Science and Engineering Practices. During this book study we will focus on how science and engineering practices help improve science education, what the eight practices are and what they look like in the classroom, and how educators can engage students in practices to bring the AZSS standards to life. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: Series (Multiple full days) <i>Participants will be required to purchase the book "Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices" by Schawrz, Passmore and Reiser</i> | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: The Role of Interactive Science Notebooks in the Three-Dimensional Science Classroom | |
| Description: Notebooks are a valuable tool in the science classroom. Participants will discover the benefits of using interactive science notebooks, strategies for using them successfully in the classroom and how to use them for assessment purposes. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day) | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Science Talk: A Tool For Learning Science | |
| Description: Science talk is an instructional discourse practice that gives students regular and deliberate opportunities to process their thinking and communicate about what they have seen, experienced and done. Participants will engage in activities that demonstrate methods and provide tools on how to incorporate science talk into their three-dimensional science lessons. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day) | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: What to look for in a three-Dimensional Classroom. Tips for Administrators and Coaches. | |
| Description: The three-dimensional classroom looks, sounds and feels different from the science classrooms of the past. Participants will engage in activities that explore these differences. They will acquire tools and resources to help support their educators. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Principals, Coaches |
| Professional Learning Hours: 2 Hour | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: Disciplinary Core Ideas (DCI). What Do We Teach and How Do We Assess It? | |
| Description: The DCI are our big ideas in science. "What We Learn. They are organized in a hierarchy that develops key ideas from kindergarten through high school. Participants will dive into this structure, explore how the content builds from one grade band to the next and discover ways to assess them. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day) | To schedule contact: radey@pinalesa.org |

| Science | |
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| Session Title: A Dive Into the Crosscutting Concepts "How We Think" | |
| Description: Are they just a way to categorize activities or can they be a tool to deepen student learning? Participants will get familiar with the seven Crosscutting Concepts (CCCs), and explore how applying different CCCs to the same content can bring out different learning outcomes. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 3 hour (Half day) | To schedule contact: radey@pinalesa.org |

| STEM | |
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| Session Title: STEM Integration Through Project Based Learning | |
| Description: Participants will immerse in project based learning activities and learn how this instructional model increases the rigor and relevance of student learning. Participants will learn a process for creating their own integrated STEM unit that aligns with their current standards and curriculum. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hours (Full day), Can be split into multiple shorter sessions | To schedule contact: radey@pinalesa.org |

| STEM | |
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| Session Title: STEM Practices and Cognitive Engagement | |
| Description: Participants learn how the STEM practices and student capacities are a window into seeing if students are cognitively engaged. Participants will learn instructional strategies that elicit these cross-curricular practices from different disciplines.. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hours (Full day), 3 Hour (Half day), Virtual Offering | Location: Site-based Offering To schedule contact: radey@pinalesa.org |

| STEM | |
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| Session Title: App Development for Real-World Problems | |
| Description: Participants will learn how to use the MIT App Inventor Platform to teach students real-world problem solving by developing apps that help individuals, businesses and other industry partners. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hour (Full day) | Location: Site-based Offering To schedule contact: radey@pinalesa.org |

| STEM | |
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| Session Title: Introduction to Coding in the Classroom | |
| Description: Participants will learn how to use Coding with their students to develop their critical thinking and problem solving skills. Participants will learn user-friendly open source platforms to use in their classroom. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Coaches |
| Professional Learning Hours: 6 hour (Full day), 3 Hour (Half day) | Location: Site-based Offering To schedule contact: radey@pinalesa.org |

| STEM | |
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| Session Title: Travelling Fabrication Lab (Fab Lab) Equipment Training | |
| Description: Participants will be trained on using lab equipment and connecting to student learning. Training can be customized for individual equipment as needed. The following is a list of equipment available: <ul style="list-style-type: none"> • 3D Printer • Laser Etcher • T-Shirt Press • Vinyl Cutter/Printer • Embroidery Machine • Mobile Phone Applications • Robotics Kits • Virtual Reality Viewers | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers |
| Professional Learning Hours: 6 hours (Full day), <u>Can be split into multiple shorter sessions</u> | Location: <u>PCESA-MCOB</u> Campus 1400 N. Eleven Mile Corner Rd. Casa Grande, AZ 85194 |

Social Studies

Session Title: Inquiry about inquiry in Social Studies

Description: Children and adolescents are naturally curious about the world around them. They have a bottomless well of questions that they seek answers to. Together we will discover what Inquiry in Social studies is and looks like, Dive into the six elements of inquiry and inquiry based learning and analyze the importance and benefits of inquiry in social studies.

Facilitator: Rachelle Adey

Audience: Teachers

Professional Learning Hours: 3 Hour (Half Day)

Location: Site-based Offering
To schedule contact:
radey@pinalesa.org

Leadership

Session Title: Pinal County Leadership Academy

Description: As a new school leader honing your skills can be very challenging but critical to school success. Let's work together to not only become better leaders and create schools where learning and growing are priorities. Leaders will meet regularly to discuss and implement relevant and supportive strategies to strengthen their leadership skills.

Facilitator: Pinal County ESA

Audience: Administration

Professional Learning Hours: Series (dates TBD)

For questions contact:
adickerson@pinalesa.org

| New Teacher/Long-Term Substitute Training | |
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| Session Title: New Teacher/Long-Term Substitute Training | |
| Description: This course is an introduction to the new teacher or substitute in the classroom. Topics covered will include building student relationships, classroom management, student engagement and classroom routines and strategies. In addition a brief overview of IDEA/504 will be discussed for those working with students with disabilities. This course is recommended for all new teachers (first year) or Long-Term substitutes. This course can be modified as needed. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: agodinez@pinalesa.org |

| Student Engagement | |
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| Session Title: Student Engagement | |
| Description: How do we get our students engaged and keep them engaged? This workshop will explore some research based strategies used to maximize student engagement in classrooms. | |
| Facilitator/Presenter: Arlynn Godinez | Audience: Teachers |
| Professional Learning Hours: 2 Hours | To schedule contact: agodinez@pinalesa.org |

| Student Engagement | |
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| Session Title: Gamification in the Classroom | |
| Description: We are always looking for new ways to engage our students. Gamification can make difficult learning fun. Participants will discover the theory and benefits of gamification in the classroom and acquire tools and ideas that can be implemented on day one. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers |
| Professional Learning Hours: 3 Hour (Half Day) | To schedule contact: radey@pinalesa.org |

| Supportive School Culture | |
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| Session Title: Motivational Interviewing Part 1 | |
| Description: This course is an introduction to the Motivational Interviewing process. This is a 3 hour course and can be broken up as needed. You will learn how to guide youth through the change process through effective conversations where youth talk themselves into change based on their own values and interests and ultimately their own desire to change. Recommended grade levels - Intermediate/Middle through High School. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: solmos@pinalesa.org |

| Supportive School Culture | |
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| Session Title: Adverse Childhood Experiences (ACEs) | |
| Description: This is a 45 minute to an hour course where participants will learn about the ACE study, understanding implications of the ACE score; understanding how Arizona compares to the rest of the United States when it comes to the number of children who are experiencing childhood trauma and how a caring and supportive school climate can impact ACEs. Participants will leave with a list of strategies to help them start the journey to becoming a trauma informed learning environment. Recommended Grade Levels K - 12. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 2 Hour | To schedule contact: solmos@pinalesa.org |

| Supportive School Culture | |
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| Session Title: Trauma Informed Practice - Helping Traumatized Children Learn | |
| Description: This is a 3 hour course which can be broken up as needed. Participants will learn about trauma and how the brain processes information while in a fight, flight, or freeze mode. Participants will gain an understanding of some of the symptoms of trauma and by focusing on three protective factors you will learn strategies to help work with children and begin to build a trauma informed learning environment. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: solmos@pinalesa.org |

| Supportive School Culture | |
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| Session Title: Resilience | |
| Description: This is a 3 hour course which can be broken up as needed. Participants will learn the role of being resilient in the educational setting, how educators can help a child become more resilient and will give an overview of the research behind resilience. Participants will leave with strategies of how to build resilience in their classroom and throughout the campus. This course is recommended after Trauma Informed Practice and ACEs. Recommended Grade Levels K - 8. | |
| Facilitator/Presenter: Sylvia Olmos | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: 3 Hours (Half day) | To schedule contact: solmos@pinalesa.org |

| Supportive School Culture | |
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| Session Title: Assessing School Needs and Creating a Strategic Plan | |
| Description: This course helps schools lay a foundation for developing an action plan, framework, and team mobilized around student success. Learning Outcomes: | |
| <ul style="list-style-type: none"> - Assemble a collaborative school support team - Define roles and responsibilities of school support team members - Conduct a comprehensive, data-informed, schoolwide needs assessment - Identify resources from the district and community - Review school data - Set measurable, data-informed goals that will directly address needs from the needs' assessment - Create goals using the SMART Method - Develop a school support plan - Build a school support plan from beginning to end | |
| Facilitator/Presenter: Dr. Shaunna Finley | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Virtual Offering | To schedule contact: sessionsd@cisnet.org Doug Sessions |
| Additional Fees: \$250.00 per person (materials provided) | |

| Supportive School Culture | |
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| Session Title: Using Data to Identify and Track Non-Academic Student Needs | |
| Description: This course prepares educators to monitor and promote student outcomes beyond the classroom. Learning Outcomes: <ul style="list-style-type: none"> - Define and identify non-academic data and Early Warning Indicators (EWIs) - Early warning indicators and how to identify them - Develop or hone your school's referral process to include non-academic indicators - Review current organization referral process - Understand the value of a student support plan and develop a system of progress monitoring that works for your school | |
| Facilitator/Presenter: Dr. Shaunna Finley | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Virtual Offering | To schedule contact: sessionsd@cisnet.org Doug Sessions |
| Additional Fees: \$250.00 per person (materials provided) | |

| Supportive School Culture | |
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| Session Title: Forming and Managing Effective Community Partnerships | |
| Description: Provide a comprehensive professional development on integrating wrap around supports and brokering community partnerships with key district leaders, school staff, student support teams, and community partners. Learning Outcomes: <ul style="list-style-type: none"> - Learn to strategically identify service needs by walking through Logic Model process - Build a logic model for programs - Identify priority areas - Employ effective, customizable partnership-building strategies - Define types of partnerships - Define risk management - Develop or hone your school's referral process to include non-academic indicators - Organize a map of community assets - Build skills to monitor the effectiveness of current partnerships by using the relationship-building plan template and adjust partnerships as they run into problems - Review and draft formal and informal partnership MOUs | |
| Facilitator/Presenter: Dr. Shaunna Finley | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Virtual Offering | To schedule contact: sessionsd@cisnet.org Doug Sessions |
| Additional Fees: \$250.00 per person (materials provided) | |

| Supportive School Culture | |
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| Session Title: Implementing Integrated Student Supports for the Individual | |
| Description: This course is designed to convey how and when to provide students with a range of increasingly intensive support. Learning Outcomes: <ul style="list-style-type: none"> - Establish a referral process and initiate case management - Develop case management process - Use the student needs assessment to develop and monitor a student support plan - Build a student support plan from beginning to end - Determine whether to broker or directly provide coordinated supports and implement, adjust, and evaluate supports - Review tiered system of supports | |
| Facilitator/Presenter: Dr. Shaunna Finley | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Virtual Offering | To schedule contact: sessionsd@cisnet.org Doug Sessions |
| Additional Fees: \$250.00 per person (materials provided) | |

| School Improvement | |
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| Session Title: Instructional Coaching Series: Full Day Workshops – Session 1-4 | |
| Description: The Setting a Foundation for Coaching Series is designed to bring coaches together for four days of learning, reflection, and personal goal setting, with ample opportunities between workshop dates for practicing skills and implementing goals. With each workshop, coaches will reflect on and share experiences, while also receiving feedback from colleagues. The Coaching Series topics include: Building Coaching Relationships, Coaching Communication Skills, and Designing Coaching Support. Series Dates and Topics: Coaching: Setting A Foundation for Coaching- Building Coaching Relationships: Full Day Workshop Coaching: Setting A Foundation for Coaching-Coaching Communication Skills (Part 1): Full Day Workshop Coaching: Setting A Foundation for Coaching Communication Skills (Part 2): Full Day Workshop Coaching: Goal Driven Collaboration-Designing Coaching Support: Full Day Workshop **Please note that this is a series workshop. Participants are expected to attend all 4 days of this series. | |
| Facilitator/Presenter: Sylvia Olmos or Arlynn Godinez | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Series (multiple full days) | To schedule contact: solmos@pinalesa.org or agodinez@pinalesa.org |
| Additional Fees (books, binders, etc): \$10 Material fee per participant | |

| School Improvement | |
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| Session Title: Cognitive Coaching: A Foundation for Renaissance Schools Book Study | |
| Description: This book study will focus on how to become aware of personal thinking and help foster independent learning. Participants will discover methods and tools to help aid others in this process and in turn improve instruction within the classroom. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers, Administration, Support Staff |
| Professional Learning Hours: Series (multiple full days) | To schedule contact: radey@pinalesa.org |
| Additional Fees (books, binders, etc): <i>Participants will need to purchase "Cognitive Coaching: A Foundation For Renaissance Schools" by Costa and Garmston</i> | |

| Technology | |
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| Session Title: Blended Learning in the Classroom | |
| Description: With the onset of the pandemic, the look and feel of the classroom has shifted dramatically. Now that students are returning to the classroom, how do we continue to use and implement those technological practices. Together we will take a closer look at the blended learning model, the benefits of using blended learning in the classroom and tips and strategies for using this practice. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers |
| Professional Learning Hours: 3 Hour (Half Day) | To Schedule contact: radey@pinalesa.org |

| Technology | |
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| Session Title: Using Technology to Redefine Learning | |
| Description: Participants will learn how to use available technology to enhance and transform classroom instruction. Participants will learn how to use technology as communication tool, an action tool, or a conceptual tool. Teachers will understand the SAMR Model of technology integration to use the technology in a way that redefines learning. | |
| Facilitator/Presenter: Rachelle Adey | Audience: Teachers |
| Professional Learning Hours: 6 hour (Full day), 3 hour (Half day), Can be split into multiple shorter sessions, Virtual Offering | To Schedule contact: radey@pinalesa.org |

| Technology | |
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| Session Title: SAMR Model - A Framework for Effective Technology Integration | |
| Description: During this session, participants use of the SAMR Model for effective technology integration. There are more technologies available to teachers than ever. The SAMR model is focused not on the type of technology but how the teacher makes use of available technology. Participants will learn how to maximize student learning by using the SAMR Model as a Framework. | |
| Facilitator/Presenter: Kelly Cota | Audience: Teachers |
| Professional Learning Hours: 6 hour (Full day) | To Schedule contact: kcota@pinalesa.org |

Online PD Courses

You have spoken and the ESA has listened. Based on feedback from teachers and administrators, online courses are now available, at **NO COST** to ESA Consortium Member Districts. You must register through our [eventbook](#) and then on the online platform. This is one extra step but well worth it for the quality of Professional Learning Courses.

A library of 26 full day ONDEMAND workshops delivered by national presenters on a variety of topics.

Each program or course consists of 6 hours of professional learning divided into 4 learning modules of about 90 minutes each.

All personnel now have 24/7 unlimited access to all the programs.

There are no fees for teachers to take a course and you may take as many as you please.

These ONDEMAND workshops provide opportunities for all teachers, school, and classroom leaders and all staff to utilize these programs in two ways:

1. For PD Credit and Re-Licensure
2. For team learning, professional development, accessing information and for you to provide instructional leadership in your role as school leader.

Registration link to Pinal County ESA site provided for each session.

Online Course

Session Title: Differentiated Instruction in Mixed Ability Classrooms for Elementary Schools

Description: In some ways, differentiation of instruction may seem to be the newest educational fad. Yet good teachers have always recognized that “one size fits all” instruction does not serve students well. Particularly in today’s world, where the backgrounds of our students are so diverse and their needs seemingly so numerous, teachers must find ways to consistently reach more kids more often. Come join 25-year teaching veteran and differentiation expert Cindy Strickland for a motivating (yet sensible!) introduction to differentiation of instruction.

Facilitator/Presenter: Cindy Strickland

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Differentiated Instruction in Mixed Ability Classrooms for Middle and High Schools

Description: Learn how to recognize and respond to your students’ varied readiness levels for new learning by honoring and celebrating their diverse interests, and understanding their unique preferences for how they learn new information and practice new skills. Come join 25-year teaching veteran and differentiation expert Cindy Strickland for a motivating (yet sensible!) introduction to differentiation of instruction.

Facilitator/Presenter: Cindy Strickland

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Intermediate Differentiated Instruction

Description: How do teachers think about, plan for, and carry out differentiation within the context of an entire unit of study? In these sessions, teachers ready to move beyond the basics in differentiation will analyze and emulate examples of differentiation that are multi-faceted in nature and that exemplify the key differentiation principle of flexible grouping.

Facilitator/Presenter: Cindy Strickland

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Creating a Digital-Rich Classroom

Description: Instead of asking students to power down during class, power up your lesson plans with digital tools. Design and deliver lessons in which technology plays an integral role. Engage students in solving real-world problems while staying true to standards- aligned curricula. This webinar series provides a research base and practical strategies for using web 2.0 tools to create engaging lessons that transform and enrich content.

Facilitator/Presenter: Meg Ormiston

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Powering Up: 21st Century Tools

Description: Learn how to use 21st Century tools and where to integrate them into your learning environment. Incorporating these tools into your curriculum, will enable students to harness technology to perform learning skills. Participants will assess their gaps and then develop plans of action for incorporating an interdependence of hardware, software, infrastructure, pedagogy, learning skills, and teacher training in their educational community.

Facilitator/Presenter: Duane Lewis

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Technology Tools: Effective Implementation

Description: This session provides guidance for staff to strategically implement tech tools for learning for both students and teachers. It also outlines methods to effectively use technology to support the analysis and use of student assessment data, which will form a basis for refinement of participants vision and goals.

Facilitator/Presenter: Duane Lewis

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

| Online Course | |
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| Session Title: Blueprint for RTI Implementation | |
| Description: Dr. Mark Shinn guides K-12 educators and administrators through the process of implementing RTI at the elementary and secondary level, with at focus on building systems for progress monitoring. | |
| Facilitator/Presenter: Mark Shinn | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: RTI and the New Standards | |
| Description: New standards have been adopted in Alaska, and similar standards have been adopted nationwide with the Common Core State Standards. What are the implications for assessment and intervention within a Multi-Tier System of Support/RTI system? Join nationally- recognized expert Dr. Mark Shinn to hear the latest information about aligning the new standards with evidence-based interventions. One webinar will be reserved as a problem-solving session for participants. | |
| Facilitator/Presenter: Mark Shinn | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Explicit Instruction for Writing in Grades 1-8 | |
| Description: Explicit instruction is systematic, direct, engaging and success oriented – and has been shown to promote increased achievement for all students. This highly practical and engaging webinar series will focus on using explicit instruction to teach writing in grades 1-8. The first webinar will give special attention to foundation skills, and the remaining sessions will focus on writing different genre. Anita Archer will provide clear guidelines for identifying key concepts, skills and routines to teach; explain how to design and deliver effective lessons; and explore new ways to give students opportunities to practice and master writing skills. | |
| Facilitator/Presenter: Anita Archer | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Scaffolding Reading Comprehension of Narrative, Argumentative, and Informative Text | |
| Description: Dr. Archer will present research-validated procedures for scaffolding reading comprehension of narrative, argumentative, and informative text that can be used BEFORE reading a passage (e.g., teaching the meaning of unknown vocabulary, teaching or activating critical background knowledge, and previewing passages), DURING passage reading (e.g., asking text-dependent questions, scaffolding higher order questions, having students generate questions, teaching comprehension strategies) and AFTER reading a passage (e.g., leading students in a discussion of the passage, summarizing information using graphic organizers, introducing strategies for responding to written questions, having students write a summary or comparison of the passage). | |
| Facilitator/Presenter: Anita Archer | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: At Risk Learners | |
| Description: Designed to be presented in an easy to use format and implemented quickly in classrooms, these are concise snapshots of what educators can do to keep At Risk Students from dropping out, staying in school and being successful. Teachers can apply these practical tips in their classrooms the next day. | |
| Facilitator/Presenter: Franklin Schargel | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Reading in the Content Areas | |
| Description: While teachers are typically taught how to teach reading, they are usually not taught how to teach reading skills in the all-important content areas or how to address the wide ranges of reading ability in each class—ranges that only grow as students progress through the grades. This course provides research- based, specific and immediately useful strategies that teachers can use to increase student reading ability and content area knowledge. | |
| Facilitator/Presenter: Marilyn McGuire | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

Online Course

Session Title: Teaching with the Brain in Mind

Description: Eric Jensen is back with a completely revised and updated take on his classic work, featuring new research and practical strategies to enhance student comprehension and improve student achievement. This practical and research-based program focuses on seven core teaching strategies that matter most.

Facilitator/Presenter: Eric Jensen

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinales.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinales.org

Online Course

Session Title: Brain Based Classrooms

Description: The human brain is both highly receptive to positive factors as well as vulnerable to negative factors. This remarkable and practical program reveals the startling links between poverty and the latest brain/mind research.

Facilitator/Presenter: Eric Jensen

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinales.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinales.org

Online Course

Session Title: Building Academic Language in Your Classroom

Description: English language learners (ELLs), as well as students of poverty, often come to school with language abilities that differ from the type of language utilized in classrooms. A persistent achievement gap shows that these same students frequently struggle to comprehend grade level texts and produce grade level writing. Deepen your understanding of the critical role language plays in the classroom.

Facilitator/Presenter: Sandra Clark

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinales.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinales.org

Online Course

Session Title: Explicit Instruction: Effective and Efficient Teaching

Description: Explicit instruction is systematic, direct, engaging, and success oriented — and has been shown to promote student achievement for all students. This highly practical and engaging webinar series will give special and general education teachers the tools to implement explicit instruction in any grade level or content area.

Facilitator/Presenter: Anita Archer

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Working with Our Most Difficult and Challenging Students

Description: Content of sessions include; Powerful approaches for dealing with the most challenging and disruptive students; Strategies for dealing with students with ODD, ADHD, anger management issues; How to prevent most discipline problems before they occur; How to deal with non-cooperative and angry parents; and much more.

Facilitator/Presenter: Chris and Mark Boynton

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Maximizing the Achievement of ELLs

Description: These four sessions look at concrete, practical ways to take the best of research and turn it into a powerful, effective program to ensure maximum achievement and participation for English language learners. Many of the strategies are simultaneously effective with all students.

Facilitator/Presenter: Catherine Brown

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>
Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

| Online Course | |
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| Session Title: Formative Assessment | |
| <p>Description: This 4- Part Webinar series provides background and ALL the necessary “how-to’s” for teachers to understand the principles of using formative assessments in their classrooms and be able to apply what they learn – and utilize powerful, engaging assessment strategies in their classrooms.</p> <p>Webinar 1: Assessments Rigorous and Relevant as they Should Be</p> <p>Webinar 2: Pre Assessments, Formative Assessment, Summative Assessments – What do we want students to know?</p> <p>Webinar 3: Creating the necessary Rubrics and Scoring Guides</p> <p>Webinar 4: Assessment as the Special Education Classroom</p> | |
| Facilitator/Presenter: Sarah Odom | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Classroom Management | |
| <p>Description: A 4-Part Webinar series perfect for (K-12) new teachers or as a brush up for veterans. This program provides a wealth of ideas and suggestions to help teachers control and lead powerful learning opportunities for students.</p> <p>Webinar 1: Organizing your Classroom</p> <p>Webinar 2: Rules, Consequences, Motivation and Rigor and Relevance</p> <p>Webinar 3: Softskills and the Well Managed Classroom</p> <p>Webinar 4: Classroom and Special Needs Children</p> | |
| Facilitator/Presenter: Sarah Odom | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Using Data to Make Instructional Decisions | |
| Description: Data is collected in every aspect of our human lives. In order for data to be useful to us, we must do more than collect it. We must study it, and we must react and adjust our actions based on it. Educational decisions for our students should be based on what we discover through the use of data from collected from our instructional practices and the students' responses to them. Data should not be feared, however we must find effective methods to use it. We must be willing to make adjustments in our educational methods based on what we find as we study the data our students provide us daily. | |
| Facilitator/Presenter: Sarah Odom | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: The Magic is the Instruction: Teaching Multi-Step Strategies, Demanding Vocabulary, and Essential Knowledge | |
| Description: These webinar sessions are designed to reinforce and expand teacher practices. Each session will have examples across grade levels and content areas. All practices will be demonstrated and practiced and immediately applicable to daily teaching. Webinar 1: Teaching Multi-Step Strategies Webinar 2: Teaching Demanding Vocabulary Webinar 3: Teaching Essential Knowledge | |
| Facilitator/Presenter: Anita Archer | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

Online Course

Session Title: Making it Stick: Effective Practice of Strategies, Skills, Vocabulary, Facts, and Information

Description: We often put a good deal of planning for initial instruction on critical information, only to be disappointed when students can't remember, use, transfer or retain the information. The answer to this is effective instruction and practice. This webinar will address the research on academic practice, as well as the importance of practice and scheduling. You will learn about practice in the context of cognitive psychology research, along with a variety of practice modes you can employ. You will learn about your options for continuous feedback delivered orally or written through set routines like grading and homework to create automaticity.

Facilitator/Presenter: Anita Archer

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Developing Number Sense in Grades K-2

Description: This webinar series focuses on strategies to build conceptual understanding in grades K-2 of place value, numbers, and the relationship between addition and subtraction using concrete models and visual representations. Each webinar will take a deep look at the math content standards, the standards of mathematical practice, and best practices for grades K-2.

Facilitator/Presenter: BobbiJo Erb & Lexie Domaradzki

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

Online Course

Session Title: Extending Number Sense to Fractions in Grades 3-5

Description: This webinar series focuses on strategies to build conceptual understanding in grades 3-5 of fractions and operations on fractions using visual representations. Each webinar will take a deep look at the math content standards, the standards for mathematical practice, and best practices for grades 3-5. We will also learn some key strategies for addressing the gap with struggling learners.

Facilitator/Presenter: BobbiJo Erb & Lexie Domaradzki

Professional Learning Hours: 6 Hours

To register, visit: <https://eventbook.pinalesa.org/>

Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org

| Online Course | |
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| Session Title: Leading Quality Literacy Instruction with Elementary Students | |
| Description: This literacy webinar series is designed to support elementary teachers and administrators in ensuring that all children learn how to read and write at a high level; as well as access, synthesize and evaluate information and to communicate their findings and ideas effectively. Webinar content will include strategies for improving Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. Each webinar will address both core instruction as well as intervention strategies. | |
| Facilitator/Presenter: Lexie Domaradzki | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |

| Online Course | |
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| Session Title: Leading Quality Literacy Instruction for Secondary Teachers | |
| Description: These webinars focus on instructional practices that may be required to help many students maintain or increase grade-level reading skills through 12th grade. The six essential areas of growth in knowledge, reading, and thinking skills for grades 6 to 12 are reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement. While some students with serious reading difficulties will probably require instructional support in areas beyond strong vocabulary and comprehension instruction, (e.g., word-identification strategies), they will also require high quality instruction and significant practice in the areas described above if they are to close the gap toward grade-level reading skills. In this session, we will address those practices and essential areas of instruction for providing support for secondary students. | |
| Facilitator/Presenter: Lexie Domaradzki | Professional Learning Hours: 6 Hours |
| To register, visit: https://eventbook.pinalesa.org/ Or contact: Amy Dickerson at 520-450-4503, adickerson@pinalesa.org | |